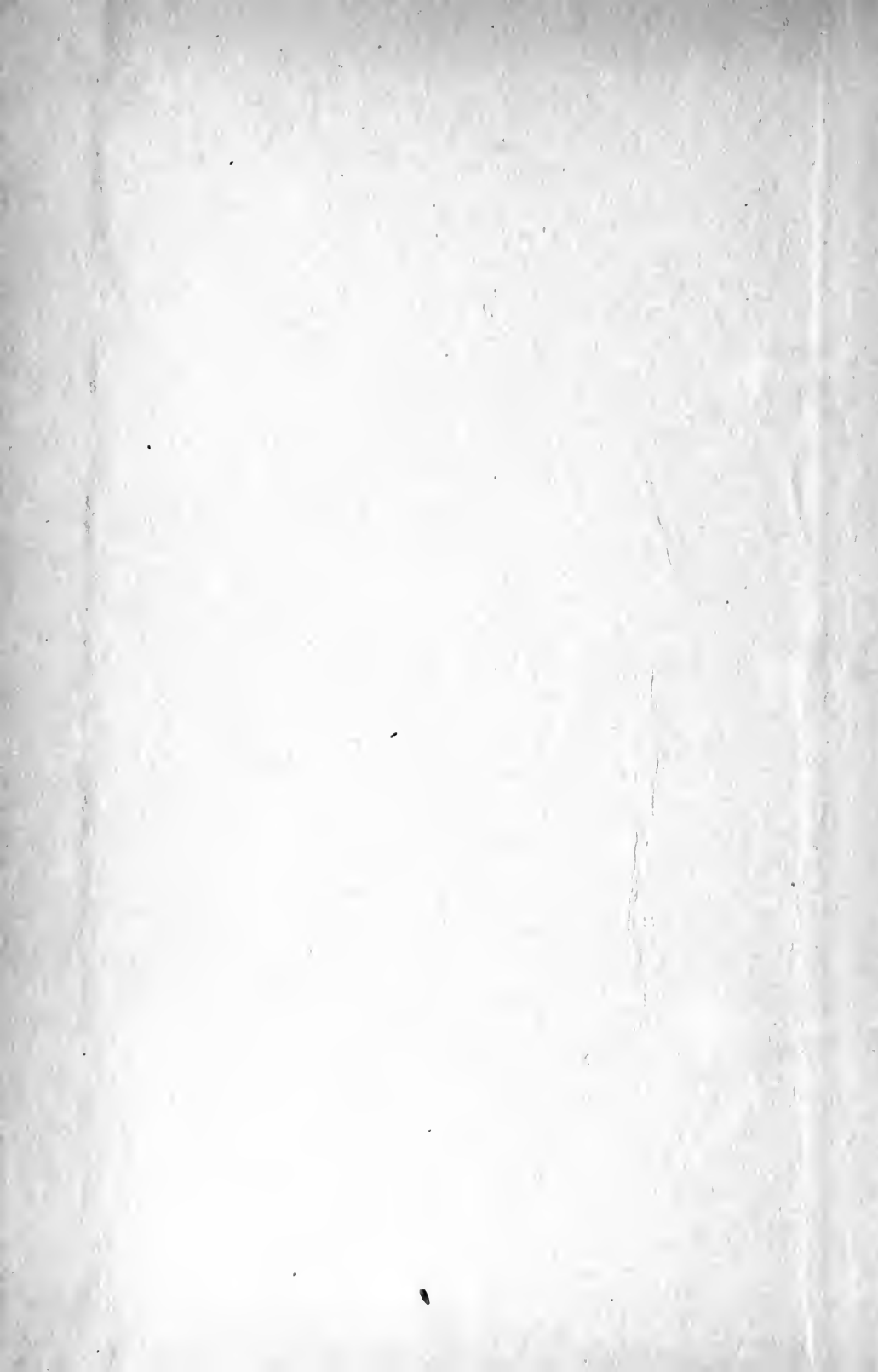


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INAUGURATION DAY

It was a great day, Friday, November 4, when Dr. Eimer Burritt Bryan became the tenth President of the Ohio University. It was a day long to be remembered. The weather man had done his part well. He gave us one of those fine sunshiny autumn days which he frequently donates to us in the hill counties of southeastern Ohio. The early hours gave us the tang of frost and an ozone-laden atmosphere to make one glad he was alive. It was a rare day in November and added much to the success of the occasion.

The various events passed off without a hitch. The exercises throughout were simple and because of their simplicity most impressive. Everywhere there was the consciousness that a new era for O. U. had dawned and everyone entered into the spirit of that thought.

The Athens Chamber of Commerce volunteered to act as host for the visitors within our gates. This was accomplished in a highly satisfactory and creditable manner. All was done that reasonably could be to make our guests feel at home.

Early in the day out-of-town Alumni and representatives of other schools began to arrive. These were at once taken to the Ohio Union, where they were rendered comfortable and where all enjoyed an hour of social mingling.

Among these visitors was a fair representation of state officials, headed by Governor Davis himself. They were Auditor of State Tracy, Attorney General Price, Superintendent of Instruction Riegel, Assistant State Superintendent T. Howard Winters, Representative Brenner of Vinton County. The accredited representatives of other educational institutions were: Judge W. L. Marvin, Kenyon; Sidney S. Wilson, Western Reserve; President R. M. Hughes, Miami; President W. C. Clippinger, Otterbein; Rev.

C. L. Strecker, Baldwin-Wallace; Dr. Claude M. Lotspeich, Cincinnati; Dean Alice Byrne, Western College for Women; John Kaiser, Trustee, O. S. U.; President W. O. Thompson, O. S. U.; President J. Knox Montgomery, Muskingum; Dr. Earl W. Crocroft, Akron; Sara C. Lovejoy, Lake Erie; President Edward S. Parsons, Marietta; Prof. Philip Schneider, Wittenberg; President C. W. Chamberlain, Denison; Dean William E. Smyser, Ohio Wesleyan; H. D. Simpson, Wooster; L. J. Addicott, Case School of Applied Science; Supt. Feree, Nelsonville; Supt. Ridgely, Logan; Supt. B. O. Skinner, Marietta.

Among the out-of-town alumni were noted the presence of Frank B. Kurtz, '10, Chicago; Byron Danford, '21, Cincinnati; Ex-President W. H. Scott, '62, Columbus; Judge H. W. Coultrap, '71, McArthur; Mrs. Bess Driggs Leach, '09, Hamden; Mrs. Elizabeth Beatty, '17, and Maria Grover, '17, Huntington, W. Va.; Floyd Stanley Crooks, '06, Columbus; George W. Reed, '88, Uhrichsville; Mr. and Mrs. L. D. McGinley, '94 and '91, Dayton; Mr. and Mrs. Robert F. Bishop, '03, '06, Columbus; Mrs. D. H. Thomas, '96, Marietta; Rev. A. J. Hawk, '79, Wellston; Marjorie Young, '21, Mansfield; M. F. Andrews, '09, Cincinnati; Howard Hammond, '21, Uhrichsville; Raymond Davis, '21, Gallipolis; Earl Shively, '21, Columbus; Dean Copeland, '20, Cleveland; Earl Kreiger, '20, Bowling Green; Florence Miesse, '12, Chillicothe; Mr. and Mrs. C. C. Liggett, '16, '18, Cleveland.

Trustees present: T. J. Davis, Cincinnati; R. E. Hamblin, Toledo; E. J. Jones, J. P. Wood, T. R. Biddle, Eli R. Lash, Charles D. Hopkins and Henry O'Brien, of Athens; H. W. Coultrap, McArthur; Arthur C. Johnson, Columbus, and Governor Harry L. Davis, Columbus.

Headed by the marshalls of the day, Prof. T. N. Hoover and Prof. W. H. Cooper, the academic procession marched from Ellis Hall north to the McGuffey Elms, then west



PRESIDENT ELMER BURRITT BRYAN

to the Alumni Gateway, and then followed the walk to Ewing Hall. Governor Davis and President Bryan marching together were followed by the Trustees, Faculty, representatives of other colleges and Alumni. From the Alumni Gateway to the steps of Ewing Hall the students, arranged in class seniority, lined both sides of the walk. They closed in behind the academic procession, filling every available inch of space in the Auditorium.

The stage was tastefully decorated for the occasion. The Girls' Choral Society and the College Orchestra furnished appropriate music. The exercises were formally opened with an invocation by President W. O. Thompson, of Ohio State University. Trustee E. J. Jones, '73, Vice-President of the

Board, presiding, introduced Governor Harry L. Davis. After the Governor's speech Trustee Jones administered the oath of office and handed to the new President the charter of the University.

Then followed three addresses of felicitation and congratulation by President Edward S. Parsons, of Marietta College, representing the privately endowed colleges; President R. M. Hughes, of Miami, on behalf of the state supported institutions. Because of the enforced absence of James P. Wood, the President of the Alumni Association, the Alumni Secretary was drafted into service and extended to the new President the fealty of the alumni. At the conclusion President Thompson gave the benediction. Then followed a social informal

half hour during which time Dean Chubb presented our visitors publicly to Governor Davis and President Bryan.

The program in the evening consisted of a student demonstration, at which time the cork was removed and enthusiasm was permitted to flow freely. The scribe on the Green and White has done his job so well that it is here quoted in full.

"Never did Ohio University see a greater demonstration of real enthusiasm, spirit and pep than was seen Friday night when the student body staged a real genuine 'Whiz Bang,' in honor of Dr. Elmer Burritt Bryan, the new president. Never was Ewing Auditorium crowded to a greater capacity than Friday night and never did this auditorium ring with louder cheers. The demonstration was a most sincere outburst of the students' feelings and showed how they appreciated the new president of Ohio University.

"Dean Voigt truly foretold what the meeting would be when she said: 'It will be a real "blow up," "blow out" and "blow off" of student pep,' for every student in the University was present to do his or her part to make the demonstration a success. The very walls of Ewing Hall shook with cheers and songs, and space in the big auditorium was at a premium.

"Upon Dr. Bryan's entrance into the auditorium a deafening applause which lasted for several minutes took place. A new student spirit was manifest.

"Dr. Bryan was soon requested to go forward to the platform while the students sang. Jovially the new president went forth, and upon reaching the platform, the student body broke forth into applause which eclipsed that given when the president entered the building. The Skidmore twins dressed in Green and White colors led with fitting cheers, which were lustily given. Miss Florence Hawkins then sang a specially composed song of welcome and felicitation for the students, and the president of the Senior class presented Dr. Bryan with a huge basket of chrysanthemums.

"President Bryan was visibly affected by this demonstration on the part of the students, and could hardly find voice to speak, but after a few moments he responded in his usual dignified and appreciative manner, especially pledging his support to his 'sons and daughters,' as he called the students, and thanking the student body for their loyal demonstration.

"Each class gave a brief entertainment following Dr. Bryan's words of appreciation. The skits were very clever and greatly enjoyed. The Freshmen especially showed their ability in staging something out of the ordinary.

"Following the skits the cheering twins escorted Dr. Bryan to his automobile and the students left the auditorium to assemble in a monster parade. The parade was led

by Dr. Bryan, closely followed by a students' hobo band, and then the entire student body, which turned out to a man, and made a most creditable showing. The marchers, carrying red fire, paraded Court Street and then to Ohio Field where an immense bonfire was started, and another demonstration held. A circle was formed about the fire and at a given signal all students lighted Roman candles making a spectacle of fire which will never be forgotten. After cheers had been given the demonstration was concluded with the singing of Alma Mater."

— O. U. —

ADDRESS OF GOVERNOR HARRY L. DAVIS

Although we are reminded by the very name of your city, harking back as it does a few thousand years to that other Athens which long was the world's center of culture and education, that a hundred years or so is but a brief span in the record of history, yet it is not without a sense of awe and of reverence that we look back upon the history of this great institution of learning in which we are gathered.

For after all, time in the human conception is a relative thing. Here is this new country—which will not round out the first century and one-half of its existence for another five years—it is natural that we should regard with considerable reverence, objects or institutions which ante-date our customary landmarks in reckoning age.

And so, with Ohio University, we rightly have a feeling of awe inspired by the record of its history and its time-honored origin. For it is among the oldest institutions of higher learning in America and pre-dates even the birth of our own commonwealth as whose chief executive it is my privilege to take part in these inaugural exercises. It was the first university to be founded in that vast section comprised within what then was the Northwest territory.

When the state of Ohio was formed and admitted to the Union, one of the first acts of the state legislature was re-enactment of the provisions for establishment of this institution, which had previously been authorized by the Territorial Legislature. As a result it opened its doors in 1809.

The history of Ohio University thus in a measure is the history of Ohio.

And today, we may well feel, there begins for Ohio University a new era for unprecedented usefulness and service. The present occasion marks the official inauguration to the presidency of the institution, of one of the most distinguished educators and scholars in America.

The State and Ohio University are fortunate in having been able to secure the services of so conspicuous figure in the educational field as Dr. Elmer Burritt Bryan.



And in a way, it is like coming home for Dr. Bryan. For while his career as an educator took him to other states, he having served Colgate University, in New York state, twelve years as president, and Franklin College in Indiana, in a similar capacity, Dr. Bryan by birth and ancestry for several generations is an Ohioan.

Dr. Bryan's success as an educator is not surprising when one grasps his great love for his work. I am given to understand that his deep devotion to his chosen field has caused him to decline great political honors, one of them involving his nomination for the governorship of an eastern state.

With a man of this type at the head of Ohio University, its future and the future of those who will have the privilege of receiving their higher education under him appears indeed in capable hands.

The state is deeply interested in seeing an ever widening field of usefulness covered by Ohio University and the other state-supported institutions of learning. The wish for increased service is prompted not so much by the state's financial support of its various universities, as by the recognition of the tremendous value of higher education which prompted such support.

There have been and still are some who are prone to look upon higher education as a form of luxury. Others, there are who regard a college training as of negative value.

One of the favorite methods of these people in attempting to prove their contention that "a college education is not an asset," is to point to men who have achieved signal success in business or public life without such higher training. Therefore, they declare, it must be a waste of time for a

young man, especially one who intends to go in business, to spend years in taking a college course.

Of course, there is not the least doubt that there are many men who have achieved great success without university education. There are financiers, captains of industry, millionaires and multi-millionaires who have never attended college, and sometimes peculiarly, they are men of extensive knowledge and high culture.

But, speaking as a man who by circumstances was himself prevented from going to college, I do not hesitate to take issue squarely with those that are inclined to deprecate the value of a liberal education.

Without question, of course, not every youth is adapted to profit greatly by college training. Undoubtedly not even all those who actually go to college obtain the utmost benefit from their schooling advantages. But it is certain that the training which college affords can be made an asset of incomparable value to the individual in the vast majority of cases. And the degree of that value depends in large measure upon the person concerned.

The college does not present an education to anyone upon a silver platter. The institutions provide the means whereby a person who applies himself to the advantages offered, is enabled to secure an education for himself under less difficult and trying conditions than the man who goes out into life without these opportunities and determines to educate himself while he goes and makes his way in the world.

The men who are extraordinarily successful in life, after a humble start, are usually men who by dint of personal energy, natural forcefulness and acumen, overcome obstacles which to many appear insurmountable. Yet, many of these men quickly recognize the handicaps of the lack of higher education, and they set out early in their careers to supply this deficiency in their training by independent study and by absorption from those with whom they come in contact.

There have been too many instances in our great land of unlimited opportunities, of men who thus by sheer perseverance have acquired for themselves a splendid education, to allow a doubt of the possibility of such self training. But it is obtained only at the cost of tremendous personal sacrifices and hardships far beyond any that the college man may have to undergo in acquiring his training.

In college, the courses of study are well laid out; instructors specially trained to aid in the acquisition of knowledge devote their time to the students; every facility that is necessary is conveniently at hand; on the whole, everything is arranged so as to facilitate the student's task and to obtain for him the highest results in the minimum time.

Compare this with the task of the man who endeavors to educate himself, without systematic direction. His is an objective that is reached only after many years of consistent effort and application. What is difficult to the college student is doubly difficult for him. Where the former spends from four to seven years in an institution of learning the latter usually finds it necessary to devote every night, after business hours, for twelve or fifteen years, in poring over his books. He foregoes much in the way of pleasure, social diversions and recreation.

If it were possible to start out two men of equal equipment physically and mentally, one going to college and the other launching on a business career—I feel satisfied that the college man after his graduation by virtue of his special training, would soon overhaul the other man in the race for success. I base my belief on the fact that the college man is trained into a habit of sustained and logical mental application—so necessary for any outstanding achievement.

I firmly believe that the men who have made signal successes in business and public life, without higher training, would either have made that success sooner or would have made it even more pretentiously, if they had had the benefit of a college course.

Generally speaking and all things being equal, the young man who goes to college will be a better business man for his training, and he will be a bigger man.

But being a good business man, a good doctor, lawyer or clergyman does not alone fulfill all of a person's duties. There is another responsibility for which he must equip himself, the duty to the public, to the community, the state and the nation. In other words there is the duty of performing as intelligently and honestly those tasks arising out of one's citizenship, as to carry out those obligations that have to do with material or cultural success.

It is important that the student should closely interest himself in the public affairs of our day, so that when he takes up his share of civic responsibility, he may be fully informed and at once become a constructive force in the promotion of the best interest of the municipal, state and national governments. Among you who are attending college today may be found in the embryo the presidents, the governors and mayors and other public officials of the future. And all of you constitute a part of that future citizenship upon whom will fall the task of leadership and determination in the problems that will confront our country a few years hence. I urge you to familiarize yourself with the various phases of governmental operation and the changes in method that have been adopted from time to time, with the objective of improving the

representative character and service under our system of government.

Thus, there has in recent years been a strong trend toward simplification of our public affairs. Profiting by the example of private business in America which has made forward strides in that direction so gigantic as to startle the world, there has been a consistent tendency to apply similar principles to the management of the public business, in order to produce greater efficiency in service and greater economy in cost.

Here in our own state, we have only this year under our administration, created a new system of operating Ohio's business along lines similar to those of a business organization. This new system is known as the state reorganization plan, and represents recommendations made by us to the last General Assembly and enacted by it into law.

Now, one of the first lessons learned by executives, whether in business or public affairs, is that there can be no efficiency without enforceable responsibility, and conversely that without fixed responsibility, there is bound to be wastefulness of method. Up to July 1, of this year the administrative part of the state government consisted of scores of boards, commissions and departments, each virtually independent in its activities and with virtually no practical means of carrying through a uniform policy. There was little interest by one department in the activities of the others, so that as one of the results and without apparently any one's knowledge, identically the same activities were carried on in separate departments. On the whole, the work was done a certain way and that was the end of it. If there was inefficiency, it went unnoticed and where there was money wasted, there was no means of ascertaining that fact, because there was no check of responsibility.

Under the reorganization, which embodies the federal plan of government, the scores of boards and commissions were abolished and the entire machinery of government merged into eight major departments, each department in charge of a director appointed by the Governor, and removable by and responsible to him. These eight directors also constitute what is known as the Governor's cabinet, and meet several times each week with the chief executive to discuss not only general policies, but the department work so that the governor and each director is thoroughly familiar at all times with the state work.

This new system is fully justifying all expectations from it in the way of higher efficiency and greater economy.

My purpose in alluding to this is to impress upon you the imperative necessity of becoming acquainted with and following closely the conduct of public affairs. An alert citizenship, keenly interested in its business and constantly scrutinizing its con-

duct, is the best safeguard of the quality of national, state and city government. Indifference on the part of the public is certain to be reflected in a letting down by public authorities in their vigilance against extravagance and inefficiency.

I do not say that Ohio's state reorganization represents ultimate perfection of method in public government. I believe it is the most advanced system of its kind now anywhere to be found, but improvements in it are certain to be made from time to time. Those improvements, resulting in constantly better, more economical public work will come the more quickly, the higher and keener the public's knowledge and interest is in its own business, and the firmer your grasp, that of the future citizens, is of the problems of the present day.

O. U.

PRESIDENT BRYAN'S INAUGURAL ADDRESS

(A stenographic report)

Mr. Chairman, Governor Davis, Ladies and Gentlemen:

By implication Governor Davis has advised you that this is a home-coming for me. This would be a fair deduction for you to make. My grandfather Bryan was born in Fairfield County, Ohio, in 1811. I was born in Van Wert County, Ohio. Perhaps no one in this large audience is any more truly a son of the Buckeye state than am I.

In 1856 my father began teaching in Ohio. When he retired from the profession, he passed the torch on to me, and with a brief interim of seven years, either in his hand or mine, this torch has been carried forward, many times flickering faintly, for sixty-five years. I am, therefore, very much at home today both geographically and professionally.

I have just taken an oath in your presence to fulfill to the best of my ability the duties of an office which I neither sought nor desired, but which on mature consideration I decided to accept because I believe it to be an office which offers rare opportunities for service to the cause of Education; and in the fulfillment of these duties I earnestly covet the confidence and co-operation of all right minded people.

On such an occasion as this, it would certainly be appropriate for me to discuss some phase, or phases, of education. This I shall do. I wish to consider with you for a brief time the Meaning of Education, the Materials of Education, the Maintenance of Education, and the Soul of Education.

The Meaning of Education

Education means what its derivation would indicate—a leading out, a growth, a development, a realization of potential powers. It is not on the one hand merely erudition

nor on the other hand merely skill, although every educated person knows things and is capable of doing well certain things that need to be done. An educated person has these qualities, but is much more. He is a realized person or in the process of realization. Education is, therefore, at least a three-fold process—physical, mental, and spiritual.

A person is educated physically whose body, through care and nurture, has become a fit habitat for the indwelling of the essential human being, or to change the figure is its willing and efficient instrument of service.

A person is educated mentally not only when he possesses certain stores of useful knowledge, but also when his intellect is capable of consecutive thought, his volition is capable of willing to worthy ends decades ahead, and his emotional nature so fine and cultivated that he can weep in the weeping moments, that he can laugh in the laughing moments, be severe in some moments, and sympathetic at all times.

With such a conception of the meaning of education, there are certain very important implications. Among them are knowledge, power, good judgment, and self-control; but these are the corollaries, and are the inevitable by-products of the processes which result in an educated person.

The Materials of Education

What then, we may ask next, are the materials of education—the exercise ground which gives promise of such results? They, of course, cannot be limited or too narrowly elective. They must, it would seem be the materials resulting from the activities of the human race up to the present moment and resulting in the human race which we find at the present moment—the great bodies of social heritage—which are in part the vocations of life; the arts and crafts; the physical and biological sciences; mathematics, pure and applied; history; economics; sociology; all the mental sciences; the languages and literatures; all the fine arts; including landscape gardening, architecture, sculpture, painting, and music. Running through all of these will be a greater or lesser sense of dependence upon a power above us and the society of which we are a part—a sense of religion.

Perhaps no one could be regarded as educated who is not somewhat familiar with and at home in these great bodies of social heritage. The activities which in the past have forged them are the very activities which have forged the human race. The science of Mathematics, for example, is no higher than has been the thinking of at least some mathematician; the science of Medicine is no higher than at least has been the thinking of some medicos. The short circuit process of familiarizing, to at least a slight degree, oneself with these social heritages is an educative process; and these

materials are the materials of education. Once we have become skillful in the correlation of materials and familiar with the development of children, we will discover ample time for all these things.

The Maintenance of Education

In asking you to consider with me, very briefly of course, the maintenance of education, I do not propose to recite statistics or to juggle figures in the addition and subtraction tables. Such exercises have their place and time, but this is certainly neither the place nor time for such an exercise. I prefer rather to place before you a few statements indicating the primary place of education in a civilized people to the end that its maintenance may be gladly and abundantly provided.

In the last analysis, ladies and gentlemen, every problem is a human problem. In the geometry of life, there is but one main proposition, the human proposition, to which all other so called problems and propositions are nothing more than corollaries which will wait for solution until the human problem has been appropriately and adequately solved.

A few years ago, in awarding a gold medal to a citizen of his state. Governor Manning of South Carolina said, "For the first time in six years, this medal is being awarded, not because the people of South Carolina have not done worthy work, but within the last six years no citizen has rendered what the committee believes to be a unique and signal service to humankind; but you, sir, have rendered this kind of service. Since graduating from this University, you have for twenty years used your father's plantation as a laboratory; and, by the use of the rudiments of science which you gained at the University and your indefatigable industry and native ability, you have increased the length of the cotton fiber so that an acre of your cotton land will produce twice as many bales as an acre of your neighbor. Not only have you done this, but you have refined the cotton fiber so that a bale of your cotton will sell for twice as much as a bale of your neighbor's. You have thus multiplied the value of cotton land by four. This we believe is a signal service to humankind as it will, in a very short time increase the value of the cotton-raising south many millions of dollars."

It is generally believed that the problem which has loomed large before the cotton-raising south for a century has been the cotton problem. It is very plain, however, that this is not at all true. Had David R. Coker himself, or his kind, been solved at the opening of the century instead of the close of the century, there would have been no so-called cotton problem down through the century. This problem was a mere corollary to the human problem and would never have been appropriately and

adequately solved until the human problem had thus been solved.

Colonel Goethals may not have been an expert psychologist, but he was striking at the center of a profound educational principle when he wrote to President Roosevelt words like these: "Help me to solve the human problem in the canal zone, and the canal will dig itself." Practically all the methods known to modern engineering had been employed in making the "river between the two seas" prior to the appointment of Colonel Goethals. His call to the President was not sentimentality. It was the finest form of human sentiment—the matrix of a judgment of which a mere engineer is incapable. Physicians, surgeons, nurses, schoolmen, laboratory and hospital supplies had all rushed to the canal zone, and soon the boats were sailing to and fro.

I must not weary you with illustrative material. It must be plain that, in the last analysis, there are no problems but human problems; that anyone engaged in the solution of human problems is engaged in the greatest work to which people can address themselves; and that the best spent money of any municipality or any state is money spent for education—the solution of the human problem.

The Soul of Education

But finally, an adequate conception of the meaning of education, an ample provision of the materials of education, and a liberal maintenance of education will not in themselves, singly or in combination, suffice. We must have what I am going to call here "The Soul of Education."

Education, after all, is a spiritual thing and not a material thing. May I ask frankly as President of a tax-supported institution without any fear of misunderstanding or contradiction that, in my judgment, education must be essentially Christian. I do not mean, of course, Methodist Mathematics, Catholic Chemistry, Presbyterian Economics, or Baptist Geology. I do mean, however, that education must have the Christian objective, the Christian motive, and Christian results. I am sure that what I have in mind will not be to the slightest degree offensive to any Hebrew who may have found his way into this audience. When Jesus said, "I have come that they might have life and that they might have it more abundantly," He was setting forth the object of His ministry—the Christian objective—which must be the ultimate objective of all human activities—the abundant life.

Whatever subject is taught for knowledge or mental development we must have in mind the enlargement of the human life; and so it is in physical and moral education. Any program which does not lend itself to this objective is falsely regarded as an educational problem. The only defensible spir-

it in which any teacher or educational administrator undertakes the performance of his task is the spirit to enlarge the individual or social life.

Education must always be actuated by the Christian motive—the motive to serve. "Let him who would be greatest among you be servant of all," is as vital and needful of application today as it was on the first day it was given utterance. A casual review of the characters that stand out with prominence in history is evidence, if any were needed, that the motive of giving rather than the motive of getting results in contributions not only worth while to civilization, but finally to the life of the one so actuated. Nothing short of the Christian motive will suffice.

In saying that the results of education must be Christian, I mean this: that all education must result in a greater degree of freedom—physical, mental, and spiritual. Anything that is calculated to shackle the human body or trammel the human mind or spirit is doomed now to death sometime, and the process whereby this doom is accomplished is the educational process. It was so with American slavery, with the open saloon, with unrestricted hours of child labor, and other forms of slavery in the past. If education results in anything that is worth while, it results in freedom from ignorance, superstition, prejudice, bigotry, hate, envy, and all other passions of the human mind and soul that kill and destroy. Regardless of one's mastery of bodies of knowledge, his expertness in the industrial world, his shrewdness in the commercial world, he must nevertheless be regarded as an abject slave who is not a free man in the particulars here indicated.

In summarizing, may I be allowed a very personal word as I speak to the friends of this old and honored institution.

In the years that stretch out ahead of us, I shall not be satisfied unless Ohio University provides opportunities for the physical, mental and spiritual development of young men and young women, who after residence of four years on this campus shall go out with a somewhat greater degree of knowledge, of power, of good judgment, and of self-control.

In the years that lie ahead of us, I shall not be satisfied unless Ohio University offers ample opportunities whereby young men and young women may familiarize themselves with all or many of the great bodies of social heritage running all the way from the vocations of life through to the finest of the fine arts.

I shall not be satisfied in the years that are ahead of us unless ample means for the accomplishment of this work are graciously provided by the State and by the friends of the University.

And I shall never be satisfied unless young men and women coming up to this

place in ever-increasing numbers shall detect that this is a University that has a soul, because an institution, like an individual, once it has lost its soul, has nothing left that is worth having.

And so Governor Davis, and ladies and gentlemen, to the educational program which I have briefly indicated here this afternoon, I dedicate whatever powers I may possess, and in its realization I sincerely trust that I may merit and enjoy at all times the respect and co-operation of all the people of this great commonwealth.

—O. U.—

ADDRESS OF PRESIDENT

EDWARD S. PARSONS

—MARIETTA COLLEGE

It is my very pleasant duty and privilege, Mr. President, to bring to you on this happy occasion the greetings of the privately endowed institutions of the country. If I may be allowed to paraphrase the word of Abraham Lincoln, the Lord must be very fond of the private institutions, there are so many of them. The report of the United States Bureau of Education for 1917-1918, which came recently to my desk, states that of the five hundred and fifty-four universities, colleges and technical schools in the United States which reported to the Bureau, one-hundred and eleven were under public control and four-hundred and forty-three under private control. In the former group there were 107,237 under-

but there are more students in the public group, 9,523 as against 7,260 in private institutions.

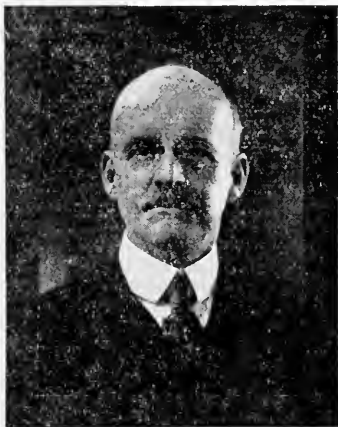
So I bring you the greetings of by far the larger number of institutions and also by far the larger number of students, but I must hurry to present these greetings because the number of students in public institutions is increasing apparently three times as fast as those in the private group.

At one time there was a good deal of friction between these two types of institutions. It is easy to see the reason. The field of the private institution was invaded by a strong competitor. This meant a possible diminution of students and also perhaps of resources. But that period has happily past. There is work enough for all of us, more students than we can successfully handle, and there are advantages to both sides in our relationships. You of the larger public institutions have a great contribution to make to us, and we of the smaller institutions, which are less subject to the immediate pressure of public opinion, feel that we have thus a chance to work out some problems which are more difficult for you to solve, and so to make a contribution which can be of value to you.

So I bring to you the hearty congratulations of this great group of institutions, teachers and students, and our most hearty good wishes for the repetition of the success of your last administrative experience and a still greater enlargement of your usefulness in this new and most important opportunity.

Especially I bring you the greetings and welcome of the twenty-eight privately supported institutions of Ohio. We extend to you a most cordial welcome to our fellowship. We know that in welcoming you we are greeting one who knows the problems of the private institutions and will be found thoroughly sympathetic with us in our work as we shall be with you.

And may I presume to bring a more personal greeting to you as the representative of the privately endowed institution which is at your doors, your next door neighbor, Marietta College. Even a casual reading of the history of the two institutions will show the close historical relations between them. We honor the same founders. Manasseh Cutler and Rufus Putnam. We are offshoots of the same steam. We belong in a real sense to the same larger educational family. At times in the past there have been the kind of quarrels which sometimes characterize family relationships but that time is over. We at Marietta College rejoice in the achievements of Ohio University and we predict for this honored institution a brilliant advance under your inspiring leadership. The freedom of our Marietta College, city of scholarship and inspiration is yours, President Bryan.



PRESIDENT EDWARD S. PARSONS

graduates and graduate students, in the latter 152,274. Thus there were forty-two percent more students in the private institutions than in the public institutions during that year. Probably the proposition has somewhat changed since then. In Ohio, however, of the thirty-four institutions reporting only six are under public control

ADDRESS OF PRESIDENT RAYMOND M. HUGHES —MIAMI UNIVERSITY

On behalf of the tax-supported educational institutions of our country it affords me great pleasure to extend greetings to Ohio University today—to extend greetings to her Trustees, her Faculty, her Alumni, and Students, to congratulate her on her history which has been distinguished; to congratulate her on her service which has been very notable and which has been deeply appreciated by thousands of men and women of Ohio; to congratulate her on her prosperity which has been remarkable under her late President, Dr. Alston Ellis.

Among flourishing colleges she has grown as rapidly as the most fortunate, in numbers, in support, and in material equipment. Under Dr. Ellis, Ohio University has grown from a feeble and unimportant college in 1900 to be a strong institution and a vital factor in the life of our state in 1921.

As I congratulate you on what has been and on what is, I take even greater pleasure in extending our most cordial greetings to Dr. Bryan, Ohio University's new president, and in wishing him strength and wisdom and understanding and vision and courage to guide this institution before God during the years immediately before us, so that she may serve our state and her people most richly and most wisely.

May I suggest that one of the grave responsibilities that you face, Sir, at this time, as I see it, must be to insure in some way that the very able students are stimulated to their best amid the mass of young people entering; that these ablest men and women are stimulated to develop all that they have of scholarly ability and of noble ambition.

The State, the Nation, and the World need leaders of the highest type as never before, both in thought and in action.

In some way, amid the thousand and one distractions of modern college life, Ohio University must conserve her choicest youth for their highest service. There must be here, if Ohio University is to serve fully, a dedication on her campus of her ablest youth to self denial and intellectual struggle in an endeavor to prepare to serve in the high places of authority.

As a state university, you are committed to serve the youth of the people who knock at your doors and to give to all the best possible facilities for an education which the support of the state permits. You are also, just now, as I believe, Sir, confronted with the necessity of so directing the resources at your command that you avoid a leveling down to mediocrity of the most brilliant ability that enter Ohio's halls. The present organization of American colleges, the

social life, the high place in student thought of intercollegiate athletics and of student societies, the relative ease by which able students satisfy our scholastic requirements, all tend to defeat the highest intellectual attainment by our ablest students.

While Ohio University must always serve widely and while she will be loved by thousands for her kindly guidance and inspiration of the undergraduates, still her distinction in the years to come and the glory of your administration, so auspiciously begun, must depend on the high achievement of men and women of distinguished ability who are here stimulated to do their best.

As the speaker for the state universities, I wish Ohio University God speed on her noble career of intellectual and spiritual leadership under the able guidance of her distinguished president.

—O. U.—

ADDRESS OF THE ALUMNI SECRETARY, C. L. MARTZOLFF

It would have been to me a source of great personal satisfaction if the President of the Alumni Association could have been the spokesman at this particular place on the day's program.

As it is, I have become the bearer of a message. Today to this institution and its new head come words of greeting, expressions of good will, and pledges of loyalty from more than three thousand Alumni and many thousands more of "Old O. U.'s" sons and daughters who once knew these classic halls and walked the campus paths.

These earnest come from every quarter of the globe; not alone from the hills and valleys of our own commonwealth, but from every section of the republic, and from lands beyond the seas; from the Pearl of the Antilles, the mountains of our feverish neighbor to the southward, the cattled plains of Argentina, and the snow fields of the Northlands! from the commercial thoroughfares of the world's metropolis; the boulevards of art and beauty in Europe's social capital, from beneath the shadows of Peter's dome, the Bysantium minarets on the Bosphorus, from "India's coral strands," from the walled empire of Confucius and the Flowery Kingdom of the Sunrise.

Those mystic ties that bind children to the home tree, this day converge upon our Campus. They stretch from the hearts of men and women whose sires were pioneers in this valley of the Ohio—men who toiled and were not ashamed; men who had laid broad and deep the foundations of our commonwealth; from those whose parents had once sat here at the feet of great teachers and who had come to love the very bricks in these buildings; from those in the marts of Trade, from mill and from factory and



ALUMNI SECRETARY C. L. MARTZOLF

mine; from the pulpit, the sick-room and the rostrum; from the school-room, the counting house and editorial chair; from our mothers, our wives and our daughters—the makers of our homes, the devoted servitors in our schools, the ministering angels of the Red Cross, in hospital wards, and the consecrated, unselfish Lenders of the Helping Hand—Bearers of the Cup that carries the wine of light and hope and life to such as sit in darkness, such as have lost hope and such as have never lived.

These are the places and these are the people from where and by whom comes this message of good wishes and promises of fealty to our new President.

Hail to thee, our Alma Mater! We hail thee for what thou hast been, for what thou art and for what thy promises are. We hail thee for what thou hast done, for what thou art doing, and for what thy future can be! We are proud of thy past, we rejoice in thy present, and fondly we hope and fervently we pray for thy future.

In the days of the trackless wood, thou wast a beacon in these western lands to the sons of the home-spun. About thy buildings and among these trees linger still the precious traditions of more than a century and a third.

We hail thee in the name of the founders—men with both vision and dauntless courage. Dynamic men! Men who had

been fashioned in the mold of the times that tried souls. Builders of a republic! Builders of a commonwealth! Builders of a university!

We hail thee in the name of those men who have guided thy destiny. Leaders in the days of adversity as well as in prosperity; in the name of splendid teachers who have here wrought and indelibly inscribed on human souls as on tablets of bronze the eternal verities.

We hail thee for thy sons and thy daughters, the hostages through whom thy influence has gone forth to the ends of the earth.

We hail thee for the coming years. Years big with the promise of bountiful fruitage. Our past we shall not forget, or dishonor, but today we are looking, and not dimly, into the future, and for that vision we hail thee and hail thee again.

We rejoice in him who has become our leader; we believe no mistake has been made in his selection; that he is a man among men and yet not unmindful of the vision; that he will be the conservator of our traditional assets as well as those of the material; that he will make a "bigger" Ohio University through making it a better Ohio University; that he will bring to our campus those spiritual qualities that are the true measures of a real university.

In the old Saxon days, when the chieftain had fallen in battle and the new leader was being selected, the warriors gave approval of the choice and pledged their loyalty and fidelity with their spears pointing skyward.

At this hour, toward this old University, gray with the mists of years, thousands of devoted hearts are turning.

In the name of these sons and daughters, whose hopes and prayers and tears are ever with Alma Mater, I turn my spear toward heaven and thereby pledge to our new chieftain, for weal or for woe, our unserved and unqualified fealty.

—————O. U.—————

CONGRATULATORY MESSAGES

We are pleased to present a few of the many letters received from Alumni who were prevented from being present at the inaugural exercises.

THOMAS FRANKLIN DAY, '76

San Rafael, Calif.

"I thank you for the invitation to be present at the ceremonies attending the inauguration of Elmer Burritt Bryan as President of Ohio University on November the fourth.

"Unable to be present on the great occasion, I send heartiest congratulations and best wishes.

"I join my fellow alumni in commending the Trustees for the wisdom of their choice of a man to be the University's standard-bearer, and in pledging to President Bryan our high confidence and enthusiastic loyalty.

"We believe that under his administration Ohio University enters upon a new career of brilliant promise and notable achievements. We are assured that all that was good in the past will be conserved and that greater things will be accomplished beyond our brightest dreams. Therefore we who belong to the older time when the University was passing through the wilderness, poor in the world's goods but rich in faith, are young enough in heart to march abreast with the younger generation and to raise the slogan, 'Long live President Bryan! May he lead the University on to the Promised Land.'"

F. M. PORTER, '07

The University Club,
Urbana, Ill.

"We are pleased to receive your kind invitation to attend the ceremonies in connection with the inauguration of our new President, and are only too sorry to be hereby expressing inability to attend. We shall be with you in hoping and confidently expecting that with the inauguration of Dr. Bryan will come the beginning of a great era in Old Ohio's history.

"It has been my lot to be a part of a large University ever since graduation at Athens; and yet I have never had the slightest feeling of any need of apology for the training and opportunities available in our smaller school. And always I am convinced of the wonderful field of usefulness our Alma Mater occupies and—fills! May President Bryan be the leader to inspire her to higher and wider endeavor. May he receive the loyal and active local support that such leadership deserves.

"With kindest personal congratulations in this impersonal way—since I do not know the membership of your committee—upon your securing Dr. Bryan, and with best wishes for a bigger and better Ohio,

"I am

Cordially."

JOHN L. HATFIELD, '62

1371 Pine Street

San Francisco, Calif.

"I regret that I shall not be able to ac-

cept the kind invitation of the Trustees and Faculty of the Ohio University to attend the inauguration on November the fourth.

"I wish, however, to send my warmest greetings and to express the hope that the bright anticipations regarding the incoming administration may be more than realized."

W. H. YOUNG, '53
Hanover, N. H.

"On behalf of my father, W. H. Young, of the class of '53 at Ohio University, I desire to thank you most heartily for the invitation received by him to attend the ceremonies in connection with the coming inauguration of Dr. Bryan as your new President. Owing to the infirmities of his advanced age, it is quite impossible for him to accept the kind invitation. He maintains his interest in the welfare of Ohio University, however, and I have no doubt his thoughts will be with you on the coming happy occasion.

"Very sincerely yours,
J. W. YOUNG."

ELMER A. DENT, '88
150 Fifth Avenue
New York City

"Invitation to attend the inauguration of President-elect Bryan received. I exceedingly regret that the duties of my position here make it impossible for me to attend the ceremonies.

"I wish to express, however, my gratitude for the invitation and my sincere wishes for the success of the occasion. I think I see bright days ahead for the New President and the old University. I extend to both congratulations and felicitations, and pledge to them my loyalty.

Cordially."

JOHN H. ATKINSON, '97
Ames, Iowa

"The inauguration of Mr. Bryan I am confident is a note-worthy event in Athens and in Ohio. The new president brings a type of leadership which will be a credit to the University at Athens. I have seen something of Mr. Bryan, and I congratulate you upon your choice.

"I would like to attend the ceremonies, but distance intervenes to prevent."

JOHN R. SCOTT, '64
Columbia, Mo.

"Advanced age and impaired health combine to prevent my attendance at the inauguration of President Bryan. It is hardly necessary to say that I deeply regret having to write an excuse, instead of a glad acceptance.

"I wish that the occasion may mark the opening of a new and illustrious period in the history of our beloved and venerated Alma Mater; that the plans and labors of her new President, encouraged and supported by the hearty and unanimous co-operation of Trustees, Alumni, Students, friends, the Governor and Legislature, and the people of Ohio, may not only cherish and preserve the trophies of the past, but add new spheres of usefulness, new and greater achievement, and new worthies to her long list of distinguished graduates.

"Would I might be present to say so!"

NOTES

Speaking of loyalty! You don't find folks with more genuine loyalty for Alma Mater buttoned up under their vests than Rev. A. J. Hawk, '79, of Wellston. He is always here when anything is doing.

Among the interested spectators was the aged Colonel Brooks, of Harrisonville, Meigs County. Colonel Brooks is a veteran of the Civil War and still takes an active part in the affairs of life. He came early on Inauguration Day and stayed until "taps" sounded at night.

Conspicuous on the inaugural stage was the presence of two ex-presidents, William H. Scott, '62, hale and hearty with his four score years, and Charles W. Super.

The Whiz Bang was a great success. A lot of good kindling wood was consumed, but who cared?

Billy Bundy, of the Governor's office, of course came along to show the road to the Governor and be generally useful if needed.

Congressman Foster came all the way from his Washington duties to see that the program was pulled off in the right way.

OF INTEREST TO ALUMNI AND EX-STUDENTS

The July, 1921, number of *Americana*, a New York quarterly magazine contains a historical sketch of the Ohio University, covering a little more than half the period of the existence of the institution. The author, Charles W. Super, has been requested to bring it down to the inauguration of President Bryan. This would make a booklet of about fifteen thousand words. He will do so and publish it if the alumni show sufficient interest in the project to justify the labor involved. The booklet, if gotten up in good form, will cost about 45c or three for a dollar, postpaid. The preface is as follows:

One of the subjects which every college student should at least be fairly familiar with is the history of the institution of which he has for a longer or shorter period become a part. The young man or young woman must be singularly devoid of the feeling of reverence who can tread the same ground, go in and out through the same doors, study the same or similar subjects, engage in the same rivalries and the same contests with ten, twenty, or more generations of predecessors who have gone forth to make their impress upon their fellow-citizens, without realizing that he has become the heir of a special privilege, and entered into a goodly heritage. There is hardly one student in a hundred who has not become a more potent force because of such a privilege. If he has remained in college long enough to earn a diploma he will carry with him through life the evidence of an achievement that distinguishes him from the great mass of his generation. To make it easy for the students of the O. U. to acquire such knowledge, at least in outline, is the object of this booklet.

—O. U.—

HELP US FIND EX-STUDENTS

The Alumni office is particularly interested at this time in locating our ex-students. If the readers of the Bulletin know of any former O. U. students who hold neither degrees nor diplomas, they will confer a lasting favor on the office if they will kindly notify us, giving names and addresses together with the approximate time they attended. If the present address is uncertain the last one known may be given.

ANOTHER BOOK

The Alumni office has quite a number of copies of the *Autobiography of our first graduate*, Thomas Ewing. This not only gives a good account of life at the Ohio University in those first years of the college but gives a most vivid picture of pioneer life in Ohio at the beginning of the last century. It is carefully edited and has copious notes. It will be sent to any one on receipt of twenty-five cents.

—O. U.—

THE NEXT ISSUE

In January there will be a complete list of all students holding diplomas from Ohio University in the courses below that of the baccalaureate degrees. We bespeak in advance the interest of our readers and solicit their help in making it as correct as possible. The office is also most desirous to have the names and addresses of all ex-students. If you know of any among your acquaintances, will you kindly inform the office?

—O. U.—

NEW YORK BANQUET

The Alumni Chapter of New York City will hold its annual reunion at Cafe Boulevard, Monday evening, December 26. President Bryan will be the guest of the Chapter. The meeting is in charge of the President, C. B. Humphrey, 202 Riverside Drive.

—O. U.—

ALUMNI ACTIVITIES

The Steubenville Chapter will hold its annual get-together on February 25, 1922. Pittsburgh has planned a meeting for January 28; Cincinnati, for the Friday or Saturday preceding St. Patrick's Day; and Canton for April 15.

More definite announcements will be given in subsequent issues of the Bulletin.

**READ THE OTHER SIDE AND YOU WILL UNDERSTAND
THIS PAGE BETTER**

_____, 192____

Ohio University Alumni Association,
Athens, Ohio.

a. Find enclosed $\left. \begin{array}{l} \text{check} \\ \text{P. O. M. O.} \\ \text{cash} \end{array} \right\}$ for _____ Dollars as my contribution to the Association for the year 1921-22.

b. My address is $\left. \begin{array}{l} \text{unchanged} \\ \text{changed to} \end{array} \right\}$ Street _____

City _____ State _____

c. My profession is $\left. \begin{array}{l} \text{unchanged} \\ \text{changed to} \end{array} \right\}$ _____

d. Events during past year:

e. Personal Note:

Name _____

Year _____ Course _____ or Ex-Student _____

THE ALUMNI ASSOCIATION FOR 1921-1922

The Alumni Association for the coming year will need **Three Thousand Dollars**. Last year it used Twenty-three Hundred Dollars.

The **Bulletin**, it will be noticed, has been increased in size as well as in number of pages. Last year we printed 2000 copies each month. This year it will reach 2500 with each issue.

To effect these changes will require a considerable sum in advance over previous years.

For the convenience of the alumni, the form on the other side has been prepared. May we ask that early attention to this matter be given?

From the beginning of the re-organization of the Association there has never been a time but we had sufficient funds to meet all expenses. Let us put across our **Three Thousand and Drive NOW**. In this way we can plan our course for the year and give you a better and a bigger **Bulletin**.

Directions: Fill out the blanks as indicated with the amount that you feel you **ought** to pay for the support of the Association: inclose it in an envelope addressed to the Ohio University Alumni Association, and we will do the rest. **Do it now!**

